TARADALE HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	215
Principal:	David Oliver
School Address:	50 Murphy Road. Taradale. Napier. 4112
School Postal Address:	P.O.Box 7109 Taradale. Napier 4141
School Phone:	(06) 844-2159
School Email:	office @ ths.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term expires
Ms Liz Read	Chair Person	Elected	2022
Mr David Oliver	Principal ex Officio		
Mr Hamish Durrant	Parent Rep	Co-Opted	2022
Ms Christine Lilley	Parent Rep	Elected	2022
Mr Duane Knowles	Parent Rep	Elected	2022
Ms Mel Davis	Parent Rep	Elected	2022
Mr Malcolm Bradley	Parent Rep	Elected	2022
Mr Neil Wood	Staff Rep	Elected	2022
Ms Piper Berryman	Student Rep	Elected	2019

Accountant / Service Provider: In house

TARADALE HIGH SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12- 20	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Taradale High School

Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Elizabeth Helen Read
Full Name of Board Chairperson

Elizabeth Read
Signature of Board Chairperson

9 September 2020
Date:

DAVID STEVENSON OLIVER.
Full Name of Principal

Signature of Principal

9 September 2020
Date:

Taradale High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue				
Government Grants	2	9,175,318	8,683,628	8,866,156
Locally Raised Funds	3	1,225,164	918,600	1,162,864
Interest Earned		29,969	22,000	40,175
Gain on Sale of Property, Plant and Equipment		-	-	-
International Students	4	427,708	414,000	424,634
		10,858,159	10,038,228	10,493,829
Expenses				
Locally Raised Funds	3	811,962	591,890	786,381
International Students	4	336,698	313,880	312,085
Learning Resources	5	6,781,892	6,386,821	6,462,020
Administration	6	505,726	572,925	507,342
Finance		10,723	5,025	4,174
Property	7	1,922,353	1,982,570	1,875,205
Depreciation	8	201,219	185,000	192,759
		10,570,573	10,038,111	10,139,967
Net Surplus / (Deficit) for the year		287,586	117	353,862
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		287,586	117	353,862

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Taradale High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Actual 2019 $	Budget (Unaudited) 2019 $	Actual 2018 $
Balance at 1 January	1,885,330	1,885,330	1,500,688
Total comprehensive revenue and expense for the year	287,586	117	353,862
Capital Contributions from the Ministry of Education			
Contribution -Special Equipment Grant	1,063		
Contribution -Furniture & Equipment Grant	-	-	30,780
Capital Contribution to the Ministry of Education			
Contribution -Raised Platform Project	(76,393)		
Equity at 31 December	2,097,586	1,885,447	1,885,330
Retained Earnings	2,097,586	1,885,447	1,885,330
Reserves	-	-	-
Equity at 31 December	2,097,586	1,885,447	1,885,330

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Taradale High School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Current Assets				
Cash and Cash Equivalents	9	1,451,746	1,800,000	1,904,643
Accounts Receivable	10	429,560	370,000	353,591
GST Receivable		9,188	15,000	19,674
Prepayments		47,560	40,000	30,810
Inventories	11	94,442	105,500	101,014
Investments	12	840,494	80,000	82,840
		2,872,990	2,410,500	2,492,572
Current Liabilities				
Accounts Payable	14	605,566	720,000	659,158
Revenue Received in Advance	15	437,932	319,000	394,193
Provision for Cyclical Maintenance	16	4,824	10,000	5,962
Finance Lease Liability - Current Portion	17	35,868	36,000	30,908
Funds held in Trust	18	420,355	220,000	244,323
Funds held for Capital Works Projects	19	-	-	(827)
		1,504,545	1,305,000	1,333,717
Working Capital Surplus/(Deficit)		1,368,445	1,105,500	1,158,855
Non-current Assets				
Property, Plant and Equipment	13	1,189,904	1,194,966	1,172,423
		1,189,904	1,194,966	1,172,423
Non-current Liabilities				
Bonds		-	-	3,182
Provision for Cyclical Maintenance	16	333,246	295,019	299,057
Finance Lease Liability	17	27,703	28,000	43,295
Funds held in Trust	18	99,815	92,000	100,416
		460,764	415,019	445,950
Net Assets		2,097,586	1,885,447	1,885,330
Equity		2,097,586	1,885,447	1,885,330

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Taradale High School

Statement of Cash Flows

For the year ended 31 December 2019

	Note	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash flows from Operating Activities				
Government Grants		2,256,498	2,267,411	2,204,177
Locally Raised Funds		914,542	775,687	991,518
International Students		482,653	414,000	513,359
Goods and Services Tax (net)		10,487	-	(7,162)
Payments to Employees		(1,211,599)	(1,214,643)	(1,081,659)
Payments to Suppliers		(1,958,288)	(2,331,313)	(2,202,755)
Cyclical Maintenance Payments in the year		-	(90,823)	(12,700)
Interest Paid		(6,474)	(5,025)	(4,174)
Interest Received		29,969	22,000	40,175
Net cash from / (to) the Operating Activities		517,788	(162,706)	440,781
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(274,130)	(413,937)	(138,380)
Purchase of Investments		(757,654)	470,000	(2,608)
Proceeds from Sale of Investments		-	-	
Net cash from / (to) the Investing Activities		(1,031,784)	56,063	(140,987)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,063	-	30,780
Raised Platform Project		(76,393)		
Finance Lease Payments		(35,844)	(20,000)	(22,267)
Funds Administered on Behalf of Third Parties		175,432	22,000	81,819
Funds Held for Capital Works Projects		(3,160)	-	(3,160)
Net cash from Financing Activities		61,098	2,000	87,172
Net increase/(decrease) in cash and cash equivalents		(452,897)	(104,643)	386,966
Cash and cash equivalents at the beginning of the year	9	1,904,643	1,904,643	1,517,677
Cash and cash equivalents at the end of the year	9	1,451,746	1,800,000	1,904,643

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

1. Statement of Accounting Policies

For the year ended 31 December 2019

a) Reporting Entity

Taradale High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of $30 million per year. All relevant reduced disclosure concessions have been taken.

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Cyclical maintenance provision
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

Critical Judgements in applying accounting policies
Management has exercised the following critical judgements in applying accounting policies:

Classification of leases
The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants
The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants
The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants
Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests
Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue
Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Use of Land and Buildings Expense
The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments
Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments
Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents
Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable
Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories
Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) Investments
Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under clause 28 of Schedule 6 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment
Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under $1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Leased Assets
Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation
Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

l) Intangible Assets
Software costs
Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under $1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) Impairment of property, plant, and equipment and intangible assets
The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets
Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

n) Accounts Payable
Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

o) Employee Entitlements
Short-term employee entitlements
Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.
These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements
Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

• likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and

• the present value of the estimated future cash flows.

p) Revenue Received in Advance
Revenue received in advance relates to fees received from international students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust
Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance
The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities
The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting

standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

u) Goods and Services Tax (GST)
The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

w) Services received in-kind
From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Operational grants	1,587,870	1,583,874	1,578,315
Teachers' salaries grants	5,446,131	5,000,000	5,210,991
Use of Land and Buildings grants	1,422,102	1,400,000	1,463,453
BOT Election Income	5,311	5,000	
ESOL Income	9,900	8,000	13,125
NZQA	2,917	3,100	3,039
Secondary tertiary programme	380,039	416,100	347,012
Resource teachers learning and behaviour grants	19,227	-	16,298
Special Education/ORRS	130,200	123,409	69,295
STAR	96,259	97,923	99,664
Baylink Cluster	-	-	-
Gateway	46,222	46,222	43,795
ALLiS	-	-	(357)
Other MoE Grants	29,140	-	21,524
	9,175,318	8,683,628	8,866,156

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue			
Donations- Restricted	85,662	50,000	119,444
Donations-Workday	-	17,500	18,023
Donations-PTA	70,000	-	-
Donations-Other	3,768	-	4,189
Parent Donations	137,334	123,913	133,205
Other revenue	81,517	65,822	127,022
Trading	347,395	310,000	314,939
Activities	374,896	351,365	326,342
Europe Trip	51,603	-	119,699
Vietnam Trip	57,589	-	
Japan Trip	15,400	-	
	1,225,164	918,600	1,162,864
Expenses			
Activities	385,917	324,790	393,981
Trading	293,231	254,500	260,091
Other Locally Raised Funds Expenditure	13,279	12,600	10,750
Europe Trip	50,246	-	121,560
Vietnam Trip	56,689	-	
Japan Trip	12,600	-	
	811,962	591,890	786,381
Surplus for the year Locally raised funds	413,202	326,710	376,483

Europe Trip - An Art History and Music Appreciation Tour occurred over 11 days in Europe in Dec 2019. The purpose of the trip was to provide educational enrichment for the Art History and Music students. 6 students and 1 teacher attended the trip. The trip was entirely funded by student contributions.

Vietnam Trip - A History and Cultural Tour occurred over 16 days in Vietnam and Cambodia in Sept/Oct 2019. The purpose of the trip was to provide educational enrichment for Year 12 & 13 Humanities students. 14 students and 2 teacher attended the trip. The trip was entirely funded by student contributions.

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget Number	2018 Actual Number
International Student Roll	47	45	47

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue			
International student fees	427,708	414,000	424,634
Expenses			
Advertising	17,794	25,000	34,627
Commissions	41,956	34,000	30,904
International student levy	12,053	14,000	11,641
Employee Benefit - Salaries	206,218	174,880	176,706
Other Expenses	58,677	66,000	58,206
	336,698	313,880	312,085
Surplus for the year International Students'	91,010	100,120	112,549

5. Learning Resources

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Curricular	301,493	364,218	310,042
Equipment repairs	928	1,500	762
Information and communication technology	-	13,975	14,703
ALLiS	-	-	23,399
Baylink Cluster	-	-	-
Gateway	46,222	46,222	43,795
Library resources	3,915	3,500	3,607
STAR	97,116	97,923	101,456
Employee benefits - salaries	6,190,535	5,682,553	5,827,220
Secondary Tertiary Programme	109,687	140,930	104,389
Staff development	31,996	36,000	32,647
	6,781,892	6,386,821	6,462,020

6. Administration

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Audit Fee	8,705	8,870	8,775
Board of Trustees Election Expenses	3,187	4,000	-
Board of Trustees Fees	4,725	7,500	4,475
Board of Trustees Expenses	19,377	26,500	15,358
Communication	15,917	17,500	23,931
Consumables	96,269	118,275	90,570
Advertising & Marketing	20,262	20,000	20,169
Postage	3,290	3,500	3,985
Other	17,406	22,150	15,103
Employee Benefits - Salaries	209,270	212,160	199,716
Employee Expenses	18,380	33,050	32,772
Insurance	10,126	12,500	9,324
Service Providers, Contractors and Consultancy	78,812	86,920	83,166
	505,726	572,925	507,342

7. Property

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Caretaking and Cleaning Consumables	6,131	4,900	5,221
Consultancy and Contract Services	129,797	163,660	149,732
Cyclical Maintenance Expense	41,074	-	(121,445)
Grounds	17,959	42,100	42,142
Heat, Light and Water	73,932	78,500	75,542
Painting Contract Expense	16,251	32,000	14,147
Property Development Costs	4,801	8,000	16,709
Rates	1,590	2,000	1,809
Repairs and Maintenance	91,354	135,610	114,877
Use of Land and Buildings	1,422,102	1,400,000	1,463,453
Security	4,990	3,800	4,369
Employee Benefits - Salaries	112,372	112,000	108,649
	1,922,353	1,982,570	1,875,205

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Building Improvements- Crown	14,239	12,000	11,470
Furniture and Equipment- School	56,487	50,400	54,118
Furniture and Equipment- Office	1,188	1,200	1,081
Furniture and Equipment- Other	24,491	24,000	24,797
Information and Communication Technology	51,567	60,000	58,993
Motor Vehicles	-	-	-
Textbooks	8,641	8,400	9,192
Leased Teacher Laptops	37,683	21,600	26,104
Special Needs Equipment	867	800	841
Library Resources	6,058	6,600	6,164
	201,219	185,000	192,759

9. Cash and Cash Equivalents

	2019 Actual $	2019 (Unaudited) $	2018 Actual $
Cash on Hand	-	-	-
Bank Current Account	554,173	600,000	674,961
Bank Call Account	897,573	700,000	877,342
Short-term Bank Deposits	-	500,000	352,340
Cash equivalents and bank overdraft for Cash Flow Statement	1,451,746	1,800,000	1,904,643

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

10. Accounts Receivable

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Receivables	31,214	35,000	10,210
Receivables from the Ministry of Education	-	-	-
Provision for Uncollectibility	-	-	-
Interest Receivable	-	-	-
Teacher Salaries Grant Receivable	398,346	335,000	343,381
	429,560	370,000	353,591
Receivables from Exchange Transactions	31,214	35,000	10,210
Receivables from Non-Exchange Transactions	398,346	335,000	343,381
	429,560	370,000	353,591

11. Inventories

	2019 Actual $	2019 Budget $	2018 Actual $
Stationery	3,022	4,500	4,274
School Uniforms	88,048	98,000	94,932
Canteen	3,372	3,000	1,808
	94,442	105,500	101,014

12. Investments

The School's investment activities are classified as follows:

	2019 Actual $	2019 Budget $	2018 Actual $
Current Asset			
Short-term Bank Deposits	757,654	80,000	82,840
Non-current Asset			
Long-term Bank Deposits	82,840	-	-

13. Property, Plant and Equipment

2019	$	$	$	$	$	$
Building Improvements	495,167	91,528		-	(14,239)	**572,456**
Furniture and Equipment-School	320,585	48,186	-	-	(56,487)	**312,284**
Furniture and Equipment-Office	3,181	1,537			(1,188)	**3,530**
Furniture and Equipment-Other	58,352	21,473			(24,491)	**55,334**
Information and Communication	114,787	19,594	-	-	(51,567)	**82,814**
Motor Vehicles	-	-	-		-	-
Textbooks	64,454	4,889			(8,641)	**60,702**
Leased Assets	69,251	25,212			(37,683)	**56,780**
Special Needs Equipment	1,500	1,439			(867)	**2,072**
Library Resources	45,147	4,843	-	-	(6,058)	**43,932**
Balance at 31 December 2019	1,172,423	218,700	-	-	(201,219)	**1,189,904**

2019	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	714,879	(142,423)	**572,456**
Furniture and Equipment-School	1,423,737	(1,111,453)	**312,284**
Furniture and Equipment-Office	69,654	(66,123)	**3,530**
Furniture and Equipment-Other	442,658	(387,324)	**55,334**
Information and Communication	1,244,212	(1,161,399)	**82,814**
Motor Vehicles	112,672	(112,672)	-
Textbooks	348,085	(287,383)	**60,702**
Leased Assets	136,768	(79,987)	**56,780**
Special Needs Equipment	5,643	(3,571)	**2,072**
Library Resources	147,602	(103,670)	**43,932**
Balance at 31 December 2019	4,645,908	(3,456,004)	**1,189,904**

2018	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	451,483	55,154	-	-	(11,470)	**495,167**
Furniture and Equipment-School	295,084	79,618	-	-	(54,118)	**320,585**
Furniture and Equipment-Office	1,915	2,348	-	-	(1,081)	**3,181**
Furniture and Equipment-Other	67,916	15,233	-		(24,797)	**58,352**
Info & Communication Technology	130,361	43,418	-	-	(58,993)	**114,787**
Textbooks	72,757	889	-	-	(9,192)	**64,454**
Leased Assets	18,370	76,985	-	-	(26,104)	**69,251**
Special Needs Equipment	2,341	-			(841)	**1,500**
Library Resources	45,432	5,879	-	-	(6,164)	**45,147**
Balance at 31 December 2018	1,085,659	279,523	-	-	(192,759)	**1,172,423**

The net carrying value of equipment held under a finance lease is $69,251 (2018: $69,251)

2018	Cost or $	Accumulated $	Net Book $
Building Improvements	623,351	(128,185)	**495,167**
Furniture and Equipment-School	1,375,550	(1,054,966)	**320,585**
Furniture and Equipment-Office	68,117	(64,935)	**3,181**
Furniture and Equipment-Other	421,185	(362,833)	**58,352**
Information and Communication Technology	1,224,619	(1,109,832)	**114,787**
Motor Vehicles	112,672	(112,672)	-
Textbooks	343,196	(278,742)	**64,454**
Leased Assets	111,556	(42,304)	**69,251**
Special Needs Equipment	4,204	(2,704)	**1,500**
Library Resources	142,759	(97,612)	**45,147**
Balance at 31 December 2018	4,427,208	(3,254,785)	**1,172,423**

14. Accounts Payable

	2019 Actual $	2019 Budget $	2018 Actual $
Operating creditors	39,301	160,000	142,266
Accruals	117,778	150,000	110,084
Capital accruals for PPE items	-	-	-
Banking staffing overuse	-	-	25,933
Employee Entitlements - salaries	398,346	380,000	343,381
Employee Entitlements - leave accrual	50,141	30,000	37,495
	605,566	720,000	659,158
Payables for Exchange Transactions	605,566	720,000	659,158
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-		-
Payables for Non-exchange Transactions - Other			
	605,566	720,000	659,158

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Grants in Advance - Ministry of Education	-	-	-
Income Received in Advance-NZ Students	57,362	60,000	59,530
International Student Fees	375,420	259,000	320,475
Other	5,150	-	14,188
	437,932	319,000	394,193

16. Provision for Cyclical Maintenance

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Provision at the Start of the Year	305,019	305,019	439,164
Increase to the Provision During the Year	41,074	-	(121,445)
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	(8,023)	-	(12,700)
Provision at the End of the Year	338,070	305,019	305,019
Cyclical Maintenance - Current	4,824	10,000	5,962
Cyclical Maintenance - Term	333,246	295,019	299,057
	338,070	305,019	305,019

17. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers. Minimum lease payments payable:

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
No Later than One Year	35,868	36,000	30,908
Later than One Year and no Later than Five Years	27,703	28,000	43,295
Later than Five Years	-	-	-
	63,571	64,000	74,203

18. Funds held in Trust

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	420,355	220,000	244,323
Funds Held in Trust on Behalf of Third Parties - Non-current	99,815	92,000	100,416
	520,170	312,000	344,739

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

19. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

2019		Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M)	Closing Balances $
Boiler Demolition	*completed*	1,120	-	-	(1,120)	-
New Science Block	*completed*	(3,160)	-	-	3,160	-
Block A Fire Damage	*completed*	1,213	-	-	(1,213)	-
Totals		(827)	-	-	827	-

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	-
	-

2018		Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M)	Closing Balances $
Boiler Demolition	*completed*	1,120	-	-	-	1,120
New Science Block	*completed*	-	-	3,160	-	(3,160)
Block A Fire Damage	*completed*	1,213	-	-		1,213
Totals		2,333	-	3,160	-	(827)

20. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

21. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2019 Actual $	2018 Actual $
Board Members		
Remuneration	4,725	4,475
Full-time equivalent members	0.18	0.18
Leadership Team		
Remuneration	1,819,241	1,703,473
Full-time equivalent members	19	19
Total key management personnel remuneration	1,823,966	1,707,948
Total full-time equivalent personnel	19.18	19.18

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2019 Actual $000	2018 Actual $000
Salaries and Other Short-term Employee Benefits: Principal 1 (Term 1)		
Salary and Other Payments	30 - 40	160 - 170
Benefits and Other Emoluments	1-2	4-5
Termination Benefits	-	-

	2019 Actual $000	2018 Actual $000
Salaries and Other Short-term Employee Benefits: Principal 2 (Terms 2-4)		
Salary and Other Payments	90 - 100	0
Benefits and Other Emoluments	0	0
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than $100,000 was in the following bands:

Remuneration $000	2019 FTE Number	2018 FTE Number
110-120	1.00	0.00
100-110	2.00	2.00
	3.00	2.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

22. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2019 Actual	2018 Actual
Total	$0	$0
Number of People	0	0

23. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

24. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board had no Capital commitments.

(Capital commitments at 31 December 2018: $233,272)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:
(a) operating lease of laptops and photocopiers;

	2019 Actual $	2018 Actual $
No later than One Year	42,912	42,912
Later than One Year and No Later than Five Years	143,040	143,040
Later than Five Years	-	-
	185,952	185,952

25. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

26. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Loans and receivables

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash and Cash Equivalents	1,451,746	1,800,000	1,904,643
Receivables	429,560	370,000	353,591
Investments - Term Deposits	840,494	80,000	82,840
Total Loans and Receivables	2,721,799	2,250,000	2,341,075

Financial liabilities measured at amortised cost

Payables	605,566	720,000	659,158
Finance Leases	63,571	64,000	74,203
Total Financial Liabilities Measured at Amortised Cost	669,137	784,000	733,361

27. Events after balance day

On March 11, 2020, the World Health Organisation declared the outbrak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on 18th May 2020.

At the date of issuing the financial statements, the school has been able to absorb some of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is not open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the COVID-19 pandemic:

- A reduction in locally raised funds revenue because the schools ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may be compromised. Costs already incurred arranging future events may not be recoverable.

- Additional costs incurred developing alternative methods of delivering curriculum to students, so that they can learn remotely.

- A reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities, including the potential loss of current and prospective students due to the disruption and/or pressures created by COVID-19.

28. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:
- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 12 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS 9 there were no material adjustments to these financial statements.

29. Breach of Legislation: Failure to comply with section 87 of the Education Act 1989

The Board of Trustees has failed to comply with Section 87 of the Education Act 1989, as the Board was unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

Taradale High School

Report on Special and Contestable Funding

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of $23,402(excluding GST). The funding was spent mainly on a Sports Co-ordinator. The school engage in numerous organised sporting activities ranging from the more usual Rugby, Netball and Soccer to Volleyball, Bowling, Canoe Polo and Adventure Racing.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

ANALYSIS OF VARIANCE FOR 2019

School Name:	Taradale High School	School Number:	215

Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**
Annual Aim:	1.1 Pass rates at NCEA levels 1,2 and 3 and UE exceeding national averages for decile 7 schools
Targets:	**To exceed Decile 4-7 averages:**

	Decile 4-7 results
Year 11 students gaining NCEA Level 1	72.2%
Year 12 students gaining NCEA Level 2	79.2%
Year 13 students gaining NCEA Level 3	66.2%
Year 13 students gaining University Entrance	45.1%

Baseline Data:

Roll-Based Outcomes:

	2019	2018	2017	2016	2015
Year 11 students gaining NCEA Level 1	78.3%	79.4%	86.1%	80.8%	75.6%
Year 12 Students gaining NCEA Level 2	81.8%	85.6%	89.1%	87.8%	82.6%
Year 13 Students gaining NCEA Level 3	77.1%	70.8%	76.7%	63.1%	66.3%
Year 13 students gaining University Entrance	54.8%	45.8%	49.1%	51.9%	48.3%
Scholarship Passes	9*	14#	4	16	10
Number of subject areas	8	10	3	8	4

Outcomes
What happened?

2019 Roll-Based Outcomes:

	Taradale High 2019	Variance against target	Decile 4-7 results 2019	National results 2019
Year 11 students gaining NCEA Level 1	78.3%	**+6.1%**	72.2%	69.3
Year 12 students gaining NCEA Level 2	81.8%	**+2.6%**	79.2%	76.6%
Year 13 students gaining NCEA Level 3	77.1%	**+10.9%**	66.2%	66.2%
Year 13 students gaining University Entrance	54.8%	**+9.7%**	45.1%	47.8

Progress of NCEA in the last ten years

Compare NCEA 2008-2019

	THS 2019	THS 2008	Difference
Level 1	78.3%	60.7%	**+17.6%**
Level 2	81.8%	57.5%	**+24.3%**
Level 3	77.1%	51.6%	**+25.4%**
UE	54.8%	50.3%	**+4.8%**

Actions *What did we do?*	**Outcomes** *What happened?*	**Reasons for the variance** *Why did it happen?*	**Evaluation** *Where to next?*
~~1.~~ PLD on Rosenshine's Principles. ~~2.~~ Introduction of termly reporting of individual Achievement data including goals for endorsements, this was shared with students and whanau ~~3.~~ Identification of "at risk" students after benchmark examinations. Form teachers and deans met with these students to develop a plan where appropriate, with the following outcomes:	~~1.~~ We were pleased with all our results, particularly Level 3 and UE. We are not only comparing well against decile 7 averages, but also against decile 8, 9, & 10 pass rates. ~~2.~~ We have made significant advances in Levels 1-3 at Taradale High School over the last ten years.	1. The identification and tracking of individual students we believe has resulted in all levels of results being significantly higher than decile 7 schools nationally. 2. The students had clear targets to work towards and plans for next steps in their learning.	1. Clear focus on using data and evidence to inform and improve teaching and learning. 2. Provide PD around the effect methods and uses of collecting student voice 3. Results and attendance data used to inform student pathways and next steps.

Planning for 2020:	
Strategic initiative: Use of data and evidence to inform and improve teaching and learning 1. Twice termly whole school tracking achievement data supplied to staff to identify students at risk of not achieving so that the most at risk students can be supported through the deans, HoDs and subject teachers. 2. Results data inform student pathways: Systematic checks and review of student courses 3. Results inform course content and structure planning - including streamlining of course confirmation	
Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**
Annual Aim:	1.2 Merit and Excellence grades in NCEA exceeding national averages for decile 7 schools.
Targets:	**To exceed the Decile 7 averages:**

	Decile 4-7 2019
Level 1 Merit:	32%
Level 1 Excellence	16.5%
Level 2 Merit:	22.9%
Level 2 Excellence	13.3%
Level 3 Merit:	24.1%
Level 3 Excellence:	12.6%

Baseline Data:

Endorsements 2015-2019:

	2019	THS 2018	THS 2017	THS 2016	THS 2015
Level 1 Merit:	38.2%	36%	38.6%	33.2%	36.2%
Level 1 Excellence	20.1%	16.1%	23.4%	12.5%	14.5%
Level 2 Merit:	28.8%	30.7%	19.7%	27.8%	26.9%
Level 2 Excellence	11.8%	16%	12.6%	12.4%	10%
Level 3 Merit:	24.2%	26.1%	25.4%	15.7%	16.9%
Level 3 Excellence:	11.7%	13.9%	5.1%	12.7%	11%

Outcomes
What happened?

2019 Endorsements:

	Taradale High	Decile 4-7 Schools	THS vs Decile 7, 2019
Year 11 students gaining NCEA Level 1 with merit	38.2%	32%	**+6.2%**
Year 11 students gaining NCEA Level 1 with excellence	20.1%	16.5%	**+3.6%**
Year 12 students gaining NCEA Level 2 with merit	28.8%	22.9%	**+5.9%**
Year 12 Students gaining NCEA Level 2 with excellence	11.8%	13.3%	**-1.5%**
Year 13 students gaining NCEA Level 3 with merit	24.2%	24.1%	**+0.1%**
Year 13 Students gaining NCEA Level 3 with excellence	11.7%	12.6%	**-0.9%**

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
1. The success criteria initiative, and replacing Junior Diploma with assessments against curriculum levels are strategies designed to support and improve depth of understanding, thus improving endorsements. 2. Introduction of termly reporting of individual Achievement data. This report included clear data stating the exact credits remaining to achieve endorsement levels. These regular reports were shared with students directly as well as their whanau.	~~1.~~ Endorsements at Level 1 were far better than in the previous year. ~~2.~~ Whilst we did not achieve all our targets (apart from Level 1 and Level 2 Merit), we gained similar endorsements as our decile range for most categories	1. We believe that staff awareness of and commitment to deepening the learning of our students from the time they arrive at THS and focussing on their learning instead of on their assessments is having an impact. 2. The increase dialogue with students and whanau around endorsement targets may have an effect.	~~1.~~ The expansion of Hubs into Years 9 & 10 with fortnightly meetings by core teachers. This will enable teachers to know their students better, and for students to see the connections between subjects. ~~2.~~ Continuation of the dialogue with students around aiming high rather than "just doing enough".

Planning for 2019:

1. Increased awareness by kaiako on the students who arrive at / above expectation to ensure they are being challenged.
2. Successful implementation of Hubs is a focus.
3. Broader use of assay3 will assist teachers to monitor the success of their students against their ability when they started high school.
4. Twice termly whole school tracking achievement data supplied to staff to identify students who may be underperforming so that they can be supported through the deans, HoDs and subject teachers.

Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**
Annual Aim:	1.3 The number of students gaining Scholarship growing each year over the next 5 years
Target:	10+ Scholarships
Baseline Data:	

	2019	2018	2017	2016	2015
Scholarship Passes	9	14	4	16	10
Number of subject areas	8	10	3	8	4

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Continuation of our Scholarship Strategy which took effect in 2016: 1. Encouraging students at any year level to attempt scholarship, depending on their academic readiness. 2. Weekly tutorials from early in the year. 3. We made good use of the tutorials arranged through the Hawke's Bay Principals' Association PLD fund.	1. In 2019, students achieved 9 Scholarship passes. 2. Five students achieved Scholarships; Scholarship passes were achieved in eight subjects. 3. One student obtained 5 scholarships, including one outstanding. 4. This student was recognised as one of the top scholars in NZ.	1. Staff commitment to Scholarship is the largest part of this success. It is impossible to overstate the difference they make. 2. The strategy of introducing Scholarship to students when they're ready for it, rather than waiting until Year 13 is working for us.	1. Continue with the current strategies: beginning scholarship classes by mid-Term 1; encouraging younger students to attempt scholarship. 2. We expect that our efforts to encourage higher achievement by students who arrive at THS above average will result in more scholarship passes over time.

Planning for 2019:

1. Continuation of the current approach.
2. The Board affirms the provision of a small staffing 'credit' to those staff who teach scholarship.
3. Establishment of a celebratory breakfast for successful candidates their families and staff after results are released the following year.

Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**
Annual Aim:	1.4 Pass rates for students of Maori ethnicity exceeding national averages for all students in decile 7 schools.
Target:	Decile 4-7 averages for all ethnicities.
Baseline Data:	**Maori Achievement NCEA Level 1, 2 and 3 Historical** **2015 – 2019 Variations between THS Maori and NZ Dec 4-7:**

THS Maori	2019	2018	2017	2016	2015
Level 1:	-2.8%	-6.6	+8.2	-8.4	-16.1
Level 2:	-5.1%	-4.5	+7.7	-2.3	-3.4
Level 3:	25.1%	-8.2	-12.7	-22.2	-21.4
UE:	17.3%	-17.2	-25	-22	-10.1

Outcomes
What happened?

	2019	2018	2017	2016	2015
Year 11 students gaining NCEA Level 1	56.8%	66.7%	84.1%	66.7%	65.3%
Year 12 Students gaining NCEA Level 2	66.7%	75.0%	79.3%	78.6%	73.2%
Year 13 Students gaining NCEA Level 3	79.3%	61.9%	54.5%	42.9%	45.5%
Year 13 students gaining University Entrance	44.8%	28.6%	24.2%	25.7%	36.3%
Scholarship Passes					1

2019 THS Maori Compared to NZ Maori in Decile 4-7 Schools

	Taradale High	Decile 4-7 results	Variance
Year 11 students gaining NCEA Level 1	56.8%	59.6%	**-2.8%**
Year 12 students gaining NCEA Level 2	66.7%	71.8%	**-5.1%**
Year 13 students gaining NCEA Level 3	79.3%	54.2%	**25.1%**
Year 13 students gaining University Entrance	44.8%	27.5%	**17.3%**

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
1. Culturally-Responsive Pedagogy was a theme in PLGs throughout the year. 2. Specific Kupu o te wiki PD occurred during a teacher only day. 3. We funded mentoring of Maori students in Year 13. 4. We brought the haka/waiata competition forward to the end of term 1 which helped to build the mana of Maori students early in the year. 5. Every week was kupu o te wiki week at THS, with staff learning a new Maori word or phrase each week to use in the classroom. 6. The Mana programmes were developed to assist Maori students to understand what it means to have mana, and how one's actions confer mana upon others.	1. We did not reach our target of increasing pass rates of Maori students to the NZ average for all ethnicities in Decile 7 schools at Level 1 or 2. 2. We did however have very good success at Level 3 and for UE.	1. Despite all the work we have been putting in to assist Maori to learn as Maori, we still have a long way to go, especially at Level 1 and 2. 2. The one on one mentoring of Y13 Maori students has significantly helped raise the Level 3 and UE achievement rates.	1. Continued PLD on culturally responsive pedagogy and te reo. 2. Year 3 of more intensive mentoring at Years 12 & 13. 3. We anticipate that the strategies described above for deeper learning will impact on our Maori students. 4. Year 3 of augmenting our processes for getting to know students and whanau better: each Year 9 has a "Profile of Potential" recorded and built up on Kamar; every form teacher personally invited parents to attend a meeting with the form teacher in the first week, with very high attendance.
Planning for next year:			

1. Engagement with Te Reo, tikanga and Te Ao Maori is a continuing area of PLG focus.
2. Aim to improve community links with local Iwi and Hapu.
3. Greater Maori role model representation in the school to support our Maori students.
4. Maori cultural pastoral advisor supporting deans in culturally informed pastoral approaches.
5. Extend the mentoring and support programmes to Y11 and 12 Maori students.

pwc

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TARADALE HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Taradale High School (the School). The Auditor-General has appointed me, Victoria Jane Lawson, using the staff and resources of PricewaterhouseCoopers, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 ot 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 9 September 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 27 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



Responsibilities of the Board of Trustees for the financial statements
The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements
Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

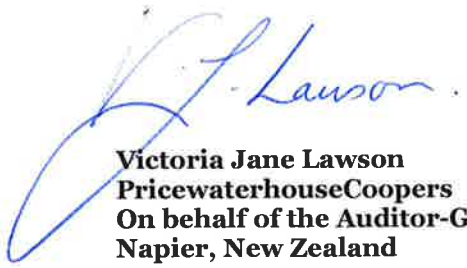
The Board of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, and the Kiwisport Statement which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Victoria Jane Lawson
PricewaterhouseCoopers
On behalf of the Auditor-General
Napier, New Zealand